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ABSTRACT

A California Partnership Academy is a voluntary school-within-a-school program for at-risk high school students. The program is based on a partnership between a school district, local employers, and the California Department of Education. The following special features are outlined: (1) close partnership between the school and employers; (2) block scheduling; (3) team teaching; (4) small classes; (5) orientation towards a fully credited diploma; (6) development of vocational skills needed by local employers; (7) voluntary participation; (8) parental permission; (9) mentoring; (10) summer jobs following grade 11; (11) work experience during the last half of grade 12; and (12) motivational activities. The roles of the following participants are explained: (1) the superintendent; (2) the district administrative liaison; (3) the industry liaison; (4) the principal; (5) the lead teacher; and (6) teachers. Academies use block scheduling, emphasize coordination and teamwork among the teachers, and rely on an advisory committee to set and review policies and procedures. Operation requires a substantial deviation from normal school operations and must have strong support from the school administration, parents, and the private sector. The following special problems are discussed: (1) dealing with the broad range of student skills; (2) preventing a negative image; (3) preventing negative attitudes among nonacademy teachers; (4) students entering the program with few credits; (5) limited administrative staff; and (6) limited information about technical curricula. The school district and the business community must match state funds to finance the program. A time-line for the start of a new academy, figures illustrating the student selection process and the procedure for handling problem students, the mentor questionnaire, and a 3-year financial estimate are included. (FMW)

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California Partnership Academies Handbook

A GUIDE TO SUCCESS

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Stanford Mid-Peninsula Urban Coalition
STANFORD, CALIFORNIA

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CALIFORNIA PARTNERSHIP ACADEMIES HANDBOOK

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What is a California Partnership Academy?

- It is a *school-within-a-school program* whose goal is to motivate students who may otherwise not complete high school, to participate in activities which will lead to their *graduating with a high school diploma* with their classmates.
- It is a *career oriented program* which provides students with a major step towards a skill which local employers utilize, with local employers directly involved.
- It is a *partnership* between a *school district, local employers,* and the California *Department of Education.*
- It is a *voluntary program* on the part of both students and parents.

What is *Special* About a California Partnership Academy?

- Involves a close working *partnership between* the *high school* and *local employers.*
- Based on a *school-within-a-school concept* with students taking one technical and three academic classes which are restricted to Academy students.
- Includes *"team" teaching,* with Academy teachers having a common preparation period so they can discuss the inter-relations of their courses as well as the progress of students.
- Consists of *small classes.*
- Oriented towards graduation and receiving a *fully credited diploma.*
- Develops *vocational skills* used and needed by local employers.
- Participation of students is *voluntary.*
- Requires *parental permission* for acceptance into the program.
- Contains a *mentor program,* with each student matched to a volunteer from the local employer community who is committed to spending 2-4 hours a month with the student.
- Places students in *summer jobs* with local employers following the 11th grade, provided that summer school is not required to meet graduation requirements.
- Includes a *work experience program* during the last half of the 12th grade.
- Provides additional *motivational activities* with local employer involvement.

The Roles of the Key Participants

Superintendent

The support and commitment of the District Superintendent is essential for the program to succeed. The Superintendent commits the District to required matching support in the form of personnel, space, and equipment. He/she provides credibility and prestige to the program and gives final top-level approval for major programmatic decisions that have financial and educational impact.

District Administrative Liaison

Appointed by Superintendent to act as liaison between academy staff and District. Makes certain that State requirements are being met and that program is operating as planned with appropriate matching support from the District and the private sector. Provides overall guidance and direction for program, and helps set policies. Oversees curriculum development and is involved with selection and orientation of personnel.

Industry Liaison

Appointed by District Liaison to develop and coordinate program activities that involve business/industry participation, including one-on-one mentors, summer jobs, post-graduation employment, field trips, classroom speakers, and special events, such as an end-of-year awards ceremony.

Principal and/or Other School Administrator

The support and assistance of the school principal is critical for implementing and operating the academy concept of a school-within-a-school. He/she is involved in the selection and evaluation of academy teachers and counselors and in helping to orient non-academy staff to the program. It is especially important for non-academy teachers to have a positive attitude about the program from the beginning and not resent the additional preps or other "benefits" given to academy teachers. Moreover, the principal must approve all academy-related policies that affect the school, and must ensure that existing

school policies are followed by the academy. The principal and/or other school administrator(s) is also responsible for all aspects of site management including assignment of rooms and other facilities, scheduling classes, and other logistical issues.

Lead Teacher

Works closely with school administrators to manage all aspects of the academy instructional program. In addition to teaching subjects, the lead teacher is responsible for:

- coordinating room allocation, scheduling, and curriculum with the school and district.
- coordinating the recruitment and selection of students.
- coordinating special on-site activities.
- working with the Industry Liaison in matching students with mentors and scheduling students into summer jobs.
- contacting parents.
- presiding over academy staff meetings.
- assisting school administrators with non-academy staff communication and public relations.
- budgeting and ordering supplies.

Teachers

Academy teachers must be both dedicated and competent in dealing with the special needs of students admitted to the program. They must be interested in the goals of the program and in working with the type of student the academy is designed to help. They must be able to work as a team in planning, teaching, "brainstorming", and troubleshooting. They must be willing to take on the extra time and responsibilities that are required by the program, such as:

- organizing and attending special functions.
- working closely with individual students in identifying and obtaining special support services.
- evaluating students on a regular basis and reporting to academy staff.
- developing curricula that integrate different academic subjects and academic with vocational material.

Program Structure of an Academy

Block Scheduling

Each academy must include at least three academic subjects and a class in the chosen vocational area at each grade level, and students in the same grade must attend these classes together. The most efficient way of handling these requirements, which also allows the greatest amount of flexibility, is through block scheduling. The first four periods in the morning have been used as a typical block, allowing for a variety of additional activities (e.g. field trips) that last longer than one period or involve more than one class.

Coordination between Academic and Vocational Curricula

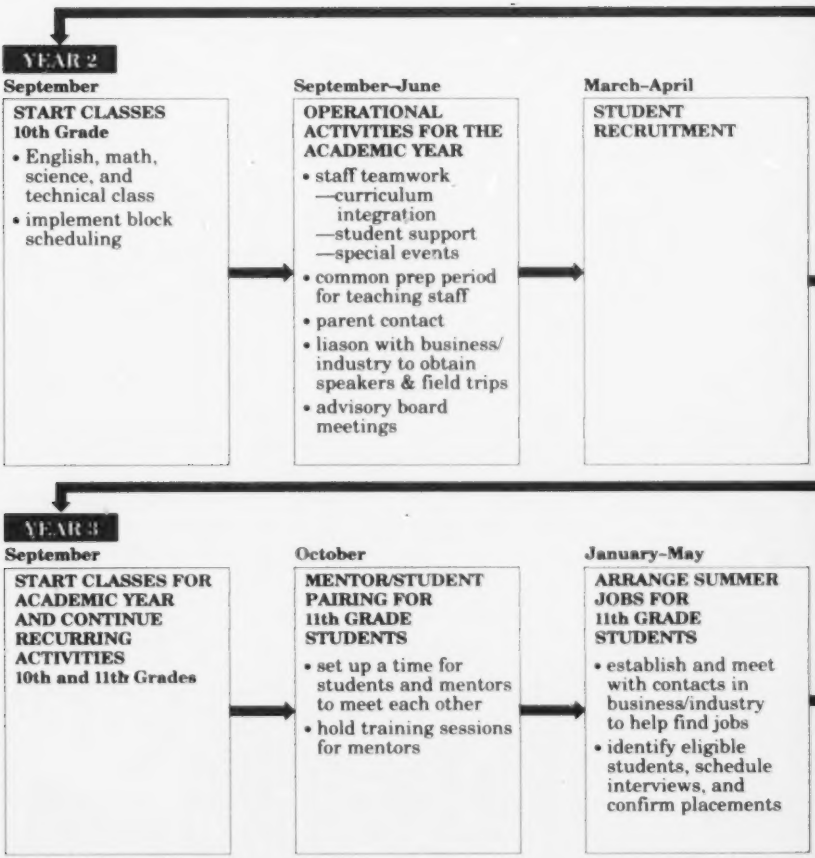
One of the key elements in the successful operation of an academy is the teamwork among academy teachers. Part of this teamwork involves the development of curricula which interrelate academic and vocational areas. For example, English lessons could include writing business letters, preparing resumes, practicing interviewing skills, reading and writing business reports, etc. Similarly, math and/or science classes could spend some time on skills/techniques that are particularly relevant to the academy's vocational area. To facilitate this process, workshops could be organized during the summer for academy teachers, which are conducted by specialists in curriculum integration.

Committees

At the minimum, an academy program should have an advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representatives of the private sector. The charge of this group should be to set and review polices and procedures. Also, depending on the needs of each program for

support from the private sector, representatives from business and industry should be individuals who are able to obtain needed support (e.g. summer jobs, mentors, equipment). The size of this group should be large enough that task forces can be formed to work on particular issues or solve specific problems without overburdening individuals (e.g. task forces for curriculum development, job development, recruitment of mentors and other volunteers, student support services, public relations, etc.).

Time-Line for the Start of a New Academy


YEAR 2
September
START CLASSES
10th Grade
• English, math, science, and technical class
• implement block scheduling
September–June
OPERATIONAL ACTIVITIES FOR THE ACADEMIC YEAR
• staff teamwork
—curriculum integration
—student support
—special events
• common prep period for teaching staff
• parent contact
• liason with business/industry to obtain speakers & field trips
• advisory board meetings
March–April
STUDENT RECRUITMENT
YEAR 3
September
START CLASSES FOR ACADEMIC YEAR AND CONTINUE RECURRING ACTIVITIES
10th and 11th Grades
October
MENTOR/STUDENT PAIRING FOR 11th GRADE STUDENTS
• set up a time for students and mentors to meet each other
• hold training sessions for mentors
January–May
ARRANGE SUMMER JOBS FOR 11th GRADE STUDENTS
• establish and meet with contacts in business/industry to help find jobs
• identify eligible students, schedule interviews, and confirm placements

YEAR I

September–February

ACADEMY PLANNING

- select staff
  — teachers
  — coordinator
- develop curriculum
- establish private sector support
- develop student recruitment process
- develop PR plan and materials
- identify/assign school facilities
- establish block scheduling
- establish advisory board

March–April

STUDENT RECRUITMENT

- follow selection criteria set by state
- identify candidates from currently enrolled 9th grade students
- send notices to non-academy teachers both at "home" school and at other schools with potential students
- make presentations to potential students and then to parents of those interested
- mail information home

May

STUDENT ASSIGNMENT

May–June

PLAN MENTOR COMPONENT FOR 11th GRADE STUDENTS

- establish and meet with contacts in business/industry to help recruit mentors at their sites
- develop materials for recruitment and general information
- establish schedule for recruitment and matching
- plan support program for mentors
- plan special events

June–August

SUMMER SCHOOL FOR STUDENTS WHO NEED IT

August–September

MENTOR RECRUITMENT

- distribute information
- hold orientation meetings
- receive applications
- match 11th graders

YEAR I

June–August

SUMMER SCHOOL AND/OR SUMMER JOBS

- visit students at their worksites
- obtain job evaluations from worksite supervisor

September–June

START CLASSES FOR ACADEMIC YEAR AND REPEAT ALL PHASES
10th, 11th, 12th Grades

- hold sessions with mentors at regular intervals to discuss progress and problems

June

GRADUATION
12th Grade Students

Student Selection

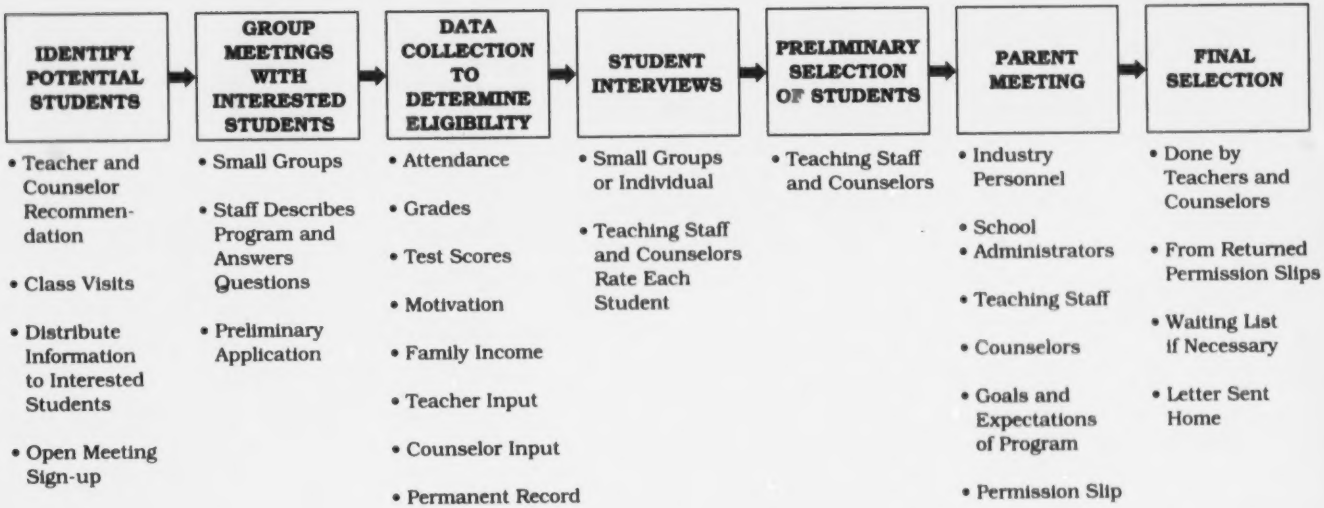
Normal Selection Process

Students are selected to participate in an academy in the second semester of the 9th grade. All must be considered at risk of dropping out of school by at least three of the following four criteria:

(1) Past record of irregular attendance.
(2) Past record of underachievement (at least one year below grade level).
(3) Past record of low motivation or disinterest in the regular school program.
(4) Economically disadvantaged.

Approximately 35-40 students should be enrolled per year. In selecting students it should be kept in mind that those with the greatest chance of success are those who appear to want to "turn themselves around" and who express a strong interest in a technical career and a desire to work toward that goal. A general design for selecting students is shown in the figure on page 11. The steps in the process include:

1. *Identify potential students:* Request recommendations from 9th grade teachers and from counselors. Make brief preview presentations in all 9th grade classes of a particular subject in which most of the potential candidates would be enrolled, distributing brochures or other information for students to take home. Follow up these visits with an open meeting where students can sign up to indicate their interest in learning more about the program.
2. *Hold group meetings:* Academy staff meet with small groups of students to describe the program and answer students' questions. Interested students complete a preliminary application.
3. *Data collection:* Information on each applicant is assembled from school records, teacher and counselor input, and other relevant sources, to assess required entrance criteria and indicators of likely intent and success in the program.
4. *Student interviews:* Applicants are interviewed in small groups by academy teachers and other appropriate staff, and are rated on a five-point scale regarding admissions criteria.


IDENTIFY POTENTIAL STUDENTS
• Teacher and Counselor Recommendation
• Class Visits
• Distribute Information to Interested Students
• Open Meeting Sign-up
GROUP MEETINGS WITH INTERESTED STUDENTS
• Small Groups
• Staff Describes Program and Answers Questions
• Preliminary Application
DATA COLLECTION TO DETERMINE ELIGIBILITY
• Attendance
• Grades
• Test Scores
• Motivation
• Family Income
• Teacher Input
• Counselor Input
• Permanent Record
STUDENT INTERVIEWS
• Small Groups or Individual
• Teaching Staff and Counselors Rate Each Student
PRELIMINARY SELECTION OF STUDENTS
• Teaching Staff and Counselors
PARENT MEETING
• Industry Personnel
• School
• Administrators
• Teaching Staff
• Counselors
• Goals and Expectations of Program
• Permission Slip
FINAL SELECTION
• Done by Teachers and Counselors
• From Returned Permission Slips
• Waiting List if Necessary
• Letter Sent Home

5. *Preliminary selection:* A preliminary selection of students is made, consisting of about 25% more than are needed for an entering class. Invitations to an evening meeting are sent to the selected students and their parents.
6. *Parent meeting:* At this gathering, students and their parents have the opportunity to discuss questions and concerns with various personnel involved with the academy including administrators, teachers, and business representatives. The goals and expectations of the program are spelled out. Permission slips are distributed to parents.
7. *Final selection:* Academy teachers and other relevant staff make a final selection from those whose parent permission slips have been returned. Students are informed by mail of their acceptance. A waiting list is established for replacing those who decide not to participate.

Late Entries

While an academy is designed as a three-year commitment, exceptions may be made to admit students at the second semester of the 10th grade or even at the beginning of the 11th grade. This is a desirable policy if (1) attrition has reduced academy enrollment, lowering the program's cost effectiveness and making room for others without increasing class sizes; and (2) a student transfers into the district or otherwise learns of the program and expresses a strong interest in entering the academy. However, late entry students may need to "catch up" to other students in the program, particulary with respect to the "technical" coursework, and academy staff need to take this into account and have a plan of remedial action for such cases.

Early Termination

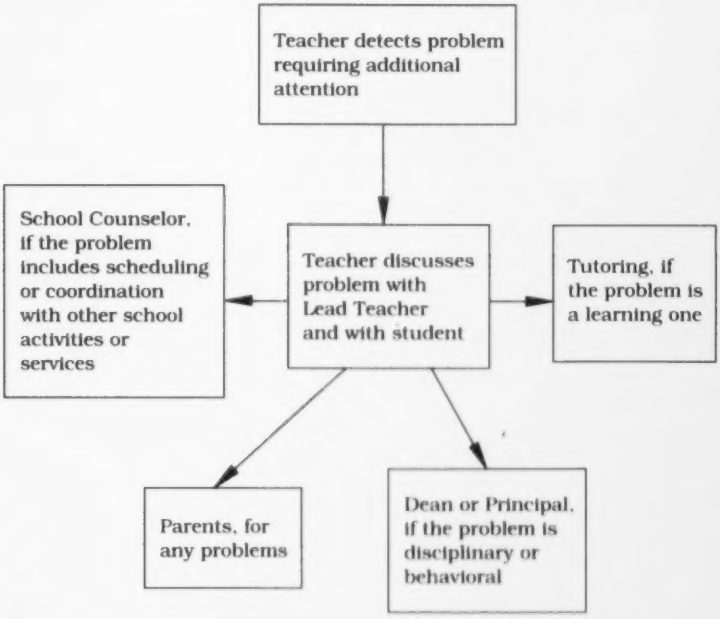
Because an academy is designed to *prevent* dropouts, staff should take extra care before making the decision to drop a student. Although high standards must be maintained to insure the program's credibility, every opportunity should be given to problem students to turn themselves around. Each academy will need to establish its own guidelines for termination taking into account existing school and district policies.

Certain conditions clearly indicate when a student is in difficulty, including:

- poor attendance and/or chronic tardiness.
- lack of homework/class preparedness.
- poor grades.
- poor behavior/bad attitude.

Problem students should be dealt with using clearly defined procedures that are fair, objective, and consistent. Students should not be dropped from the program until they have had ample warning about their difficulties, the situation has been discussed with their parents, and the promised supports have been provided.

Procedures for identifying and terminating students who refuse to improve should be reviewed periodically among all academy staff. The first line of defense is the teacher. It is up to the teacher to identify problems, make initial attempts to deal with them, and then refer the student to an appropriate source of additional help if needed. Help can come from several directions:


Teacher detects problem requiring additional attention
School Counselor, if the problem includes scheduling or coordination with other school activities or services
Teacher discusses problem with Lead Teacher and with student
Tutoring, if the problem is a learning one
Parents, for any problems
Dean or Principal, if the problem is disciplinary or behavioral

If a problem is deemed serious enough or if a student's behavior does not change after initial discussions, a "contract" agreement should be drawn up defining exactly what is expected of the student, when this should occur, and what steps are required by the teacher and student to achieve such change. A copy of the agreement should be given to the student, parents, teacher(s), and other appropriate staff. Only after such a procedure has been tried and has failed and all other possible supports have been brought to bear, should the student be terminated from the program.

Support Needed for Success

District and School Support

An academy will either succeed or fail depending on the strength of support and commitment of the administration at both the district and site levels. The operation of an academy requires a substantial deviation from normal school operations functioning as a school-within-a-school, and therefore, must have clear support and backing of the administration. There should be a commitment to:

- provide up-to-date equipment as needed to support the technical/vocational area on which the academy is based.
- provide sufficient facilities to operate the academy including any necessary labs and classrooms close to eachother.
- provide all necessary curricular materials which permit the most advanced methods of instruction pertinent to the special needs of academy students.
- give teachers *extra* release time in the form of a common prep period to plan and coordinate program activities and to resolve problems with particular students.
- give teachers additional "perks" such as extra money for curriculum development or opportunities to participate in staff development activities related specifically to the program.
- provide classes with a maximum size of 25 students.
- staff the program with highly qualified and dedicated teachers who *want* to participate. In order to attract the best possible teachers for an academy, those who are interested should be made aware of the many added features of the program that could provide extra incentives, including opportunities:
  - to work with people from the business community and be exposed to state-of-the-art technologies.
  - to be creative and have the freedom to experiment with nontraditional teaching methods.
- show clear evidence of support for the program to non-academy staff.
- provide academy teachers with support staff such as counselors and instructional aides.

Private Sector Support

An academy program requires the support and participation of businesses in the community, especially those which are in the same "technical" field as the academy. The majority of this support is in the form of volunteers for committees, mentors, speakers, and coordination of activities at the business sites. In addition, businesses may contribute equipment, supplies, "in-house" resources (e.g. labor and materials to develop promotional materials, facilities for meetings and,other functions), and loaned employees to assist with the "technical" classes.

Before a business is willing to commit itself to providing assistance to an academy, it is typically necessary to first obtain the approval of a high-ranking executive in the company. This individual will then, more than likely, assign another person in management (often from an area in the personnel or human resources departments) to assume primary responsibility for the program. This individual may in turn, select others or request volunteers for particular assignments (e.g. advisory committee members, mentors, speakers, coordinators for jobs or mentors, etc.).

Mentors

Each student in the 11th grade is matched with a mentor from the business community. The purpose of a mentor is to give

California Partnership Academies
Mentor Questionnaire

If you are interested in serving as an ACADEMY mentor for the current school year, please complete this form. The information you provide will help the program staff match you with an appropriate student.

Name: _____ M _____ F _____

Company Name: _____

Company Address (Please give complete address and include zip):

_____

_____

Phone: work (___) _____ home (___) _____

Job Title: _____

Description of Duties: _____

_____

Education: _____

_____

Have you been a mentor before? If so, when? _____

Any student preferences (e.g., gender, ethnicity)? _____

_____

What special interests, sports, hobbies, activities do you enjoy?

_____

_____

Do you have any business obligations, commitmets, etc. which might interfere with the time you give to the mentor program?

_____

_____

students a role model and a "friend in industry" who can offer information and guidance on how to achieve success. Mentors should be willing to spend a minimum of a few hours per month with their students and speak with them on the telephone on a regular basis.

The responsibility of recruiting mentors is primarily that of the industry liaison, working closely with individuals in participating businesses who act as "mentor coordinators" in their firms. The liaison provides these company coordinators with brochures or other recruiting materials which describe mentoring an academy student, and the coordinators hold meetings or make other arrangements to disseminate this information through their company. Employees who are interested in becoming mentors, fill out a questionnaire (see opposite page) and return these either to their coordinator or to the liaison. The questionnaires are used to match mentors with students who have similar interests or backgrounds.

Next, an orientation meeting is held for all those interested in becoming mentors. At this meeting academy staff describe details of the academy program and how the mentor component functions within the program. *It is very important at this time to give prospective mentors a clear picture of the students they will be working with and what is expected of them.* They also need to know that the staff is available to discuss and assist with "standard operating procedures" or specific problems if and when they occur. As surprising as it may seem, people in the business community can be as intimidated with school operations and personnel, as people in the school system can be with respect to the "outside world."

Matching is done primarily by the academy teachers who know the students best. Mentors are then notified as to who their mentee will be, and a "match-up" meeting is held at the school for mentors and students to get together and meet eachother. At, or before, this meeting, mentors should receive a packet containing some personal data about their mentee and other relevant information about the academy and the high school (e.g. staff contacts, school policies and calender, etc.). Students should be prepared with several questions to ask their mentors at the meeting about their jobs, interests, etc., and by the end of the meeting should know how and the best time to contact their mentor at work or at home. The pair should plan an initial activity and set an approximate date for their next contact by the time the meeting adjourns.

Although most mentors will have the best intentions of meeting their commitment and will do so, especially in the early stages, it is not uncommon for some to leave the program for one reason or another. Many reasons are quite legitimate and cannot be prevented, such as a job transfer, change in job duties, or incompatibility with a mentee. However, in some cases mentors may wish to resign because of a feeling that they are not accomplishing what was expected of them. In almost all cases, this will be a false impression, and needs to be prevented by regular feedback by the academy staff. One way to accomplish this is through regularly scheduled "support group" meetings during the year so that mentors can share experiences and stories and get feedback from staff on how students are reacting at school to their mentor contacts.

Also, it is very important for an academy representative, such as the industry liaison, to call mentors on a regular basis (e.g. monthly) to express appreciation for their assistance and to find out "how things are going."

Most mentors, particularly those who have not done this before, will benefit from activities that can be done as a group either at or outside of school, in addition to activities done alone with their mentees. Special events, such as a mentor brunch at school prepared by the students, an after-school picnic, or mock interviews at a company, can be a lot of fun and very successful. Other activities that pairs can do together or in small groups include:

- touring the school.
- touring the mentor's place of business.
- "shadowing" the mentor at his/her job for the day.
- having lunch.
- discussing careers and basic features of getting and holding a job.
- attending a jobs fair or technical show.
- tutoring.

The degree to which mentors can take time out during their workday to attend school activities or other functions will depend on the type of job they have and the policies of their company. Some employees will have no problem taking time off from work, while others may require special approval from their

supervisors. The industry liaison needs to be aware of different policies of participating companies so that the issue of release time can be raised with those which do not have a set policy.

Speakers

Many individuals in the private sector cannot afford the time to be a mentor, but yet are interested in speaking with students in the classroom and sharing their own personal experiences with them. They can be a rich source of information for students regarding such matters as career selection, employment skills, and the importance of an education. The industry liaison should be able to develop a list of speakers and topics without much difficulty and can either coordinate a speaker program for the academy or let the teachers invite the speakers themselves. Occasionally, parents of academy students are interested in volunteering as classroom speakers; they are a resource that should not be overlooked.

Field Trips

Field trips are an excellent source of exposure to the world of work. Site tours of participating businesses allow students to become familiar with the products of a company, learn about entry-level positions and the qualifications needed for these positions, and observe people working in jobs to which the students themselves may aspire. A minimum of four field trips per year are recommended for each 10th grade academy class and two per year for the 11th and 12th grade classes. Visits should be followed by classroom discussions and assignments. For many students, the field trips are their first opportunity to see a business environment first hand; without this experience it would be difficult for them to envision themselves working in such a setting.

Summer Employment

Each academy is responsible for placing students in jobs during the summer following 11th grade. However, there is no obligation to place students who must attend summer school or who are prime candidates for termination from the program. These jobs should be meaningful work experiences ideally in the occupational field in which the academy is based. At the very least, such jobs should be able to provide students with an interesting experience which improves their employment skills.

Organization of the summer employment component of the program requires a close working relationship between the person in the school district responsible for business/ industry liaison and companies which have agreed to participate. Planning should begin no later than February and may include the following steps:

1. Liaison identifies a contact/coordinator at each participating business/company, and provides information to this person on the number of jobs needed and qualifications of students. In turn, this person gives liaison information about the jobs that will be available.
2. Liaison provides job information and job applications to students.
3. Liaison and lead teachers match students to jobs.
4. Students complete job applications and arrange for interviews with company personnel. More than one student may be interviewed for each available job.
5. Company makes final hiring decision and company coordinator or job supervisor notifies students.

The task of job coordination can be quite complex, especially if the participating businesses use different procedures and a variety of personnel in the hiring process. Establishing procedures at the beginning of the program that are more or less uniform from business to business is desirable.

Support and Recognition of Students

Students with special needs, such as those in the academy, generally require a high level of extra support and personal recognition in order for them to change previously negative attitudes and habits regarding school and work. By the very nature of its design and structure an academy provides these

features. In addition to those which have already been described earlier, each academy should attempt to incorporate the following features into its program:

- personal counseling as required.
- tutoring if needed.
- extra incentives and rewards, which may include:
  - student-of-month award, including a letter of recognition sent to parents.
  - lunch with staff for excellent attendance.
  - end of the year awards for academic and personal achievement.
- graduation ceremony held at a participating company.

Parental Support

Like most special programs dealing with students considered to be educationally and/or economically disadvantaged, it is often very difficult to get parents or guardians actively involved. Yet, parent interest, support, and involvement in the academy program are clearly important in achieving a lasting impact. There is no substitute for a strong support system that involves parents and other family members. It is therefore extremely important to develop and maintain strong and active lines of communication between the academy staff and parents in order to reinforce that support system and show students that a clear relationship exists between school and home which deals specifically with their welfare.

Several steps should be taken at the onset of the program to encourage parent involvement:

- A questionnaire should be mailed to all parents to assess their interest in participating in such activities as parent meetings and workshops on careers, teen issues, etc.; being a member of a parent organization; accompanying students on field trips; acting as speaker in the classroom; or assisting with special events.
- All parents should be kept informed of the academy's goals and activities through regular newsletters mailed to the home.
- All parents should be invited to special functions, preferably through phone calls or personal invitations, rather than form letters.

Special Problems Which May Be Encountered

Broad Range of Student Skills

Although all students accepted into an Academy program are considered at risk of dropping out of school, there will be a wide range of abilities and skills at the time of program entry. How are these differences best handled in terms of program and classroom management?

- If possible, enough students should be enrolled in the program so that the group can be divided into two classes based roughly on similar skill levels. In one successful program, students were divided according to math levels and placed in either Algebra 1.0 or Algebra .5. In most cases, this grouping also provided comparable skill levels in English and science.
- Differences in skill levels within classes can be handled through a variety of teaching methodologies that focus on individualized instruction. Existing programs have had success with computer aided instruction, classroom aides, and individual tutors. Tutors could be juniors or seniors (preferably from the program) who can serve as role models and provide inspiration, while receiving academic credit for their services.

Preventing Negative Image

Programs like the Academies often have to overcome the stigma of being thought of as "wastebasket" programs—for students discarded from the mainstream of education. A new Academy may be viewed incorrectly by students and teachers as a program for "stupid" kids and the morale of students in the program may be effected by such labelling. How can a new Academy prevent this from happening and establish a high level of morale among its students?

- Although these problems may never be eliminated completely, the most important and effective means of prevention is through continual *communication* with staff, students, and

parents. Articles about the Academy and its students should appear regularly in school bulletins and other school publications. Presentations to the staff should be made frequently. And, students in the program need to be reminded regularly of their own special attributes and their ability to succeed. The success of these efforts to promote a positive image of an Academy will be easier to attain if this image is created and communicated effectively early in the planning process.

Preventing Negative Attitudes of Non-Academy Teachers

In order to take maximum advantage of the unique features of an Academy, teachers in the program should be given extra time for group planning and troubleshooting and other incentives to enhance the quality of the program. However, such "perks" may alienate non-academy teachers, who may view these with suspicion and not understand the reasons for them. What can be done to prevent negative reactions by non-academy teachers from developing under these circumstances and who should take the lead in making sure such negative attitudes do not occur?

- It is essential to be open and honest with non-academies staff regarding the extra needs of an academy program. Sufficient time should be allowed in the planning stages to describe the program in detail to the entire school staff so that there is a clear understanding of the goals, objectives, and operations of an academy. Establishing allies of the other teachers in the school in the formative stages of the program will go a long way in providing a solid foundation on which to build.
- Under ideal conditions, the Academy staff and lead teacher should be mainly responsible for communicating with the other teachers in the school. The administration needs to be fully supportive of academy policies and be willing to communicate this to non-academy personnel.
- Teachers in the program need to be of very high caliber and well respected and trusted by their colleagues.

Students Entering Program with Few Credits

Many students entering an academy will be behind schedule in the number of credits and types of courses needed for graduation. What can be done to help them catch up and graduate on time with the rest of their class?

- It is inevitable that some students may require additional time beyond four years to graduate, which may actually be beneficial for those less able to handle an academically rigorous curriculum.
- Students should be encouraged to attend summer school to make up classes previously failed or not taken. The summer after 10th grade is a critical catch-up period. As an incentive to attend summer classes and to make up for any lost earnings due to conflict with a summer job, a scholarship might be awarded to those who pass their summer courses.

- Special workshops granting independent-study credit may be possible. These could be presented during evenings for students and their parents by volunteers from the business world and cover such topics as time management, conflict resolution, and teamwork.
- Students may be able to provide tutoring for additional credit.
- ROP courses could be taken on Saturdays or evenings.

Limited Staff to Administer Program

How much time is needed to administer the program and who should be in charge of this responsibility?

- At the very minimum, there needs to be someone to coordinate the various parts of the program and to act as liaison to local businesses for obtaining their assistance.
- A coordinator/liaison can be a full-time job depending on the size and scope of the program, but a minimum of a half-time position is needed.
- Under some conditions, a company or business may "loan" one of their employees to assist with developing business relationships, but this practice has the *disadvantage* of limiting continuity from year to year, when such employees return to their original jobs. However, school districts often cannot afford to hire someone in this capacity. One solution might be to get local companies to fund such a position on a long-term basis as part of their matching funds.
- It is highly desireable to establish a position as coordinator/liaison from the beginning of the program. Such a position provides a focus for the program from the perspective of both the school and business communities, and adds credibility to the program from the outset.

Limited Information About Technical Curriculum

Each academy needs a special curriculum in its own technical area. What resources are available to help new programs get started in their particular fields?

- Existing academy programs with a similar focus.
- Division of Career Vocational Preparation, State Department of Education, can provide vocational curricula upon request without charge. The Division maintains a list of currently available curricula.

Funding an Academy

Provisions of California State Legislature Senate Bill No. 605 to School Districts

- Planning grant of $15,000 for each Academy.
- Operational funds based on a reimbursement scheme covering rules for student eligibility and matching support from the school district *and* business community.
  - Year 1; $2,250 per student up to a maximum of $67,500 (i.e. 30 students).
  - Year 2; $1,500 per student up to a maximum of $90,000 (i.e. 60 students).
  - Year 3 and after; $750 per student up to a maximum of $67,500 (i.e. 90 students).
- Reimbursement at the 10th and 11th grade levels is based on at least 80% attendance per year and the earning of 90% of graduation credits per year by a student.
  - Attendance is calculated in accordance with official school attendance procedures and records.
  - Excused absences do not count against a student's record.
  - Cuts/unexcused absences are calculated according to school policy.
  - Summer school credits normally are applied to the previous year's transcript. Exceptions must be approved by the Alternative Education Unit of the State Department of Education.
- Reimbursement at the 12th grade level is based on the completion of all graduation requirements no later than the summer following the end of the school year.

Matching Funds from the School District

- Must equal state support in the form of cash and/or in-kind contributions.
- In-kind contributions must include items that are *over and above* what the district normally provides students at the school. Examples of such costs are:
  - classroom space.
  - personnel salaries.
  - equipment.
  - field trips.
  - administrative services.

Matching Funds from the Business Community

- Must equal state support in the form of cash and/or in-kind contributions. Examples of in-kind contributions include:
  - Person hours attributed to mentoring, tutoring, instruction, counseling, advising, administrative services, etc.
  - Sale or rental of space, equipment, furniture, learning materials, brochures, etc., which are donated to the academy.
  - Transportation, banquets, awards and other incentives.

Financial Estimate of a Typical Academy

	YEAR 1		YEAR 2		YEAR 3	
	Start	Finish	Start	Finish	Start	Finish
Number of Students in Program	45	42	38	35	33	30
			45	42	38	35
					45	42
Totals	45	42	83	77	116	107
Number Qualified for Maximum $	30		60		90	
Maximum $ From State	$ 67,500		$ 90,000		$ 67,500	
Matching $ From Private Sector (including in-kind)	$ 67,500		$ 90,000		$ 67,500	
Estimated Extra Number of ADA Students	3		10		25	
Estimated Extra ADA ($3,600 ADA/student)	$ 10,800		$ 36,000		$ 90,000	
Total "new" $	$145,800		$216,000		$225,000	
Matching Funds from District (including in-kind)	$ 67,500		$ 90,000		$ 67,500	

Information or additional copies of this handbook may be obtained from the Stanford Mid-Peninsula Urban Coalition, ~~860 Escondido Road, Stanford, CA 94305,~~ Telephone: (415) 723-3335

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